**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Diane Shenosky, Annette Hubley, Kim Cope**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson.   * What are the predictable failures for this lesson? (conceptually and behaviorally)   Students have a hard time dividing a whole number into a fraction.   * How will you prevent these failures? Introducing the use of a number line to represent parts and wholes * How will you know if it is working? Use of formative and summative test. |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:  Daily spiral review 9-1  Set the purpose problem TE 202B   * *Review What You Know* * *Interactive Math Stories* * Math Journaling * *Spiral Review* * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Reciprocal, numerator, denominator, fractions, part, whole, quotient ( review from fifth grade) difference, remaining Draw pictures to go with vocabulary, use the Frayer model, develop synonym and antonyms. 2. How will you provide multiple opportunities for vocabulary to be used in context? Students restate the word and vocabulary in their own words, Play games and pair share the share their word and picture, tell the person next to you five things about the word, | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *This will be a group activity recorded in math journals.*   1. What materials/manipulatives will you need? Yarn, rulers, scissors, beads are optional, 2. Will each student have enough materials to model the problems? Yes, students will be in groups of six,   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson? journals 2. How will you check for understanding during this phase of the lesson? Draw the picture accurately, check to see if there is left over string or not enough string to make six necklaces. 3. Will you use the *Extend? yes* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option: use the visual learning in addition to their student text book.   * + *Visual Learning Animation* (on-line or CD)   + Overhead Transparency   + *Visual Learning* Bridge in Student textbook   + Document camera  1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? In their journals 3. If most students are struggling during this phase of the lesson, what will you do?   We would use the differentiated instruction then reteach if needed. Partner them with the students that understand it.   * + Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.   + Use lessons from *Meeting Individual Needs.*   + Use the *Differentiated Instruction: Intervention* lesson.  1. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? Independent practice, or worksheets from Envision, depending on the teacher and demographics of the classroom. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? Option one Practice worksheet 9-1, or option 2 math p. 202 -203 , 16 problems 2. Where will students record their work? Math journal or homework paper 3. Will you collect, grade and record the independent practice? Give points for completion and go over together. 4. How will you check for understanding? Board work or group discussion. 5. If students do not finish the problems assigned for independent practice, will these problems be homework? Yes | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding  Quick check   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   + *Mind Game Quiz Show*   + Student buzzers or AverPens   Formative Assessment Tools   * + *Topic tests* (online or in text)   + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:  Tutor at recess, reduce number of problems for struggling students, reteaching worksheets, intervention booklet, peer tutoring, center activity 9-1     * + *Differentiated Instruction*   + *Math Project*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*   + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when? 2. When will you give directions on how to play? 3. What materials will be needed for the activities? 4. Will you work with the Intervention group? 5. How will you determine which activities will be assigned to each group of students? | |
| **HOMEWORK** | |
| Choose from the many options:  1.Finish independent assignment 2. reteach /enrichment worksheet   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check* * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? Grade as a class 2. Will you discuss homework? Is so, when? Yes, go over the next day in a class discussion. | |